MODERATION ASSESSMENT TOOL: YEAR FIVE

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AUTUMN TERM	**SPRING TERM**	**SUMMER TERM**
On track for Expected Standard (EXS):	**On track for Expected Standard (EXS):**	**Expected Standard (EXS):**
The pupil can, after discussion with the teacher:	*With increasing stamina for writing, the pupil can, after discussion with the teacher:*	*The pupil has a positive attitude and stamina when writing for different purposes.*

Transcription (Spelling and Handwriting)

Autumn Term
- Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far
- Apply spelling rules taught so far mostly accurately
- Begin to use prefixes and suffixes appropriately (-ous, -tion/-sion/-cian/-ssion, -able/-ible, -ably/-ibly)
- Letters are shaped precisely and joined accurately.

Spring Term
- Spell correctly most words from the KS2 word lists.
- Apply spelling rules taught so far mostly accurately in independent writing, including some words with silent letters (e.g. island, doubt, knight)
- From those taught, understand the difference between homophones and other words often confused.

Summer Term
- Spell correctly most words from Y5/6 word lists.
- Can add a range of prefixes and suffixes appropriately and can spell most homophones.
- Use dictionaries with ease to check spelling or meaning.
- Use a thesaurus for alternative word choices.
- Write legibly, fluently and with increasing speed.

Composition

Autumn Term
- Plan and write by identifying the audience and purpose, selecting the form and using example texts to help me.
- Plan my writing by noting down my ideas from reading (and sometimes research)
- Plan, compose, edit and refine writing for a non-fiction text ensuring features of a specific form are applied and language and grammatical features are used appropriately
- Draft and write by choosing appropriate grammar and vocabulary for meaning and impact.
- Use a variety of stylistic features for purpose and effect *(e.g alliteration, simile, metaphors, personification)*

Spring Term
- Draft and write by:
  - using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)
  - using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection)
  - describing settings, characters and atmosphere, and using dialogue to advance the action.
- Evaluate and edit by assessing the effectiveness of own writing, including using a wider range of sentence structures.
- Proofread for spelling and punctuation.

Summer Term
- Draft and write by:
  - establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending)
  - changing paragraph accurately and consistently
  - using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader.
- Evaluate and edit by:
  - making changes to grammar, vocabulary and punctuation to improve impact
  - using tense correctly throughout a piece of writing.

Vocabulary, grammar and punctuation

Autumn Term
- Understand and use nouns, adjectives and pronouns
- Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes)
- Recognise and use abstract nouns (e.g. pain, laughter)
- Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side)

Spring Term
- Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways
- Use commas to make meaning clear *(e.g Before leaving, the children grabbed their coats.)*
- Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping)
- Make appropriate tense choices (simple past/past progressive)

Summer Term
- Accurate use of verb tenses throughout writing
- Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always)
- Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill)
- Use brackets or commas to indicate parenthesis.

On track for Greater Depth (GDS):	**On track for Greater Depth (GDS):**	**Greater Depth (GDS):**

Transform for GDS

Autumn Term
- Independently adapt language choices based on the audience and the intended impact on the reader.
- Write for more than one audience, managing changes in content, features and levels of formality.
- Embed one text-type within another, controlling the writing and maintain the overall purpose.
- Use a wide range of clause structures, sometimes varying their position within a sentence.
- Follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs.)

Spring Term
- Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
- Start to build cohesion within a paragraph (e.g. some use of pronouns, conjunctions and reference chains)
- Independently enhance the effectiveness of writing through reading, evaluating and re-drafting
- Use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous)

Summer Term
- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
- Distinguish between the language of speech and writing
- Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this.
- Use a range of punctuation, including colons correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity